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ON THE POINTS TO BE CONSIDERED IN DETERMINING

THE FUTURE POLICY IN DEVELOPING

THE MYSORE UNIVERSITY.

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"The serviceableness of the University to the community is increased by increasing the number of students, unless indeed the University admits students without suitable preparation". (University Administration: C.W. Eliot: P. 79).

"Its (a State's) ~~great concern~~ is the generation of practical wisdom, mental agility, noble ideals, and a spirit of service to the State, and it has ordained that the State University as the fittest instrument for accomplishing this high end. (Dr.K.B.Babcock: State Universities).

If, therefore, an increase in the number of students in a 'State' University fail to bring with it an increase of benefits or advantages, it must evidently be due to the wrong lines upon which the University is conducted; or, in other words, to the disproportionate emphasis laid upon the several objects generally aimed at in a University.

Universities usually have for their purpose:-

1. The discovering of Truths and the advancement of knowledge;
2. (a) The training of youths for public service;
(b) The equipping of men so that they may earn living;
3. The developing of the Natural Resources of the country;
- and 4. The imparting of culture.

(C.F. Thwing: "Universities of the World": P. X-XIII).

All Universities do not pay the same amount of attention to all these factors. The local conditions in each case, determine

the degree of emphasis laid on them; and this emphasis, further, varies from time to time.

In Mysore, though it was, till now, perfectly justifiable to set before the graduates the aim of public service, prominently, in as much as the country urgently needed such men, the time is fast approaching when the State service may not need all the graduates that the University can or does turn out. Which of the other objects, then, is to be laid special stress on, in the future?

Here, some valuable lessons may be learnt from the Modern "State" Universities of America, though not from the old "Endowed" Universities of Europe, in as much as the former take much greater account of the local conditions.

"The Pioneer settlers of the West were generally poor. The demand for capital for constructive enterprises was imperative and none was likely to be diverted to educational endowments..... Land was abundant....." And "The unfaltering belief in higher education led each state to provide for a 'State University', thus illustrating the fact that educational progress is rather from the top than from the bottom upwards".

"The makers of such early State Universities.....could not have foreseen the tremendous expansion of the demand for higher education later on..... Their instinct and judgment combined. to meet these unprecedented demands....." "In 1862, the Morrill Act provided (in every state) for both the agricultural and the mechanic arts without discrimination, but economic conditions in the newer states were such that the stronger emphasis was placed upon mechanic arts.....roads, bridges, Rail-roads, factories, mills Electrical plants and mining industries were loudly calling for engineers..... The State Universities as the agents of the state undertook, technological and professional education on a new basis, eliminating the element of profit, which so long retarded

the professions....." (Cyclopaedia of Education. PP. 674-6)

Now, in this State no issues have arisen just now as regards objects Nos. (1) and (4) on page 1. What calls for consideration is the purpose of enabling future graduates to find useful occupation and earn a living, independently of Government service; which could be done only by diverting a larger number to technical and other courses whereby the natural resources could also be developed, as did some of the modern 'State' Universities of America.

The question may, however, be asked whether by multiplying even technically qualified or professional men, a similar difficulty may not have to be faced? Equipped with such education capable men will naturally strike out new paths for themselves. Necessity is the mother of invention. Struggle for existence created among the uneducated leads to suffering. If the struggle should appear among such educated classes as cannot look up to anything else than Government service, it leads to discontent. If, however, the struggle manifests itself among properly qualified and educated men, it will make for progress.

Even if their number should increase so much that the country is not able to provide scope for work, either private or public, for them all, they will have better chances of finding employment outside the State, than graduates with mere general qualifications, of the ~~average~~ standard.

Further, another Eastern country which recently adopted the Western University system has passed through experiences somewhat similar. In Japan, the number of graduates has grown so large that, it is said, in almost every village there is a graduate who is engaged either as a school master or in some private calling. And there the multiplication of graduates has not had any undesirable effects.

Mysore stands in real need of a large number of graduates

not employed in Government service. The constitutional and political reforms recently introduced requires besides mere lawyers, other educated men as non-official members of the Legislative Council, the Representative Assembly, the District Board and other bodies. We require graduate merchants, graduate land-holders and farmers, graduate manufacturers, graduate editors of Journals and so forth, to represent various interests.

It may be asked whether the hall mark of the University is necessary for training such men. In India, in the absence of those institutions and agencies which are sometimes found in the West, the University is the only agency which can give the kind of higher education required, as in some of the (United) States of America, *at the beginning.*

Again, there have been in Mysore, not only sources of mineral wealth and electric power but also highly intelligent men, in the past. But they could not be turned to useful account till men with higher modern education set their hands to them. Even the education and other departments in our own days have had to import a large number of men for want of local graduates with the requisite technical knowledge. "What we, therefore, want first, is men that could 'think' 'lead', 'teach' and 'organize' but not men with elementary education who could only be 'lead', and 'taught', and 'worked'.

That is the reason why the Americans started with the principle that educational progress should come from the 'top' i.e., the University, as has been pointed out.

The view that only as many graduates should be turned out as the Government can employ would not at this stage of our history, be considered to be quite in consonance with modern ideas of the aims of a University.

and particularly Technical
We want more private men with higher education, even if they be not styled B.A.'s or M.A.'s. The University must not shrink from producing them. Only, the standard for entrance to the University should be such as to allow none but properly qualified.